DOCUMENT RESUME

ED 288 502 IR 012 896

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TITLE Selecting and Using Non Print Media for Instruction. An Inservice Program for the New, Professional Staff Members of Any School, U.S.A.
PUB DATE Sep 87
NOTE 20p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Audiovisual Aids; *Audiovisual Instruction; Behavioral Objectives; Elementary Secondary Education; Evaluation Criteria; Guidelines; *Inservice Teacher Education; *Media Selection; Production Techniques; Scripts

ABSTRACT

The purpose of this inservice program is to introduce new staff members in elementary, middle, or high schools to the nonprint resources in their building so they will be able to select, produce, and correctly use nonprint media to improve instruction as quickly as possible. It is designed to be taught by the staff member who is most familiar with the nonprint resources of the building in which new staff members work, preferably a certified media specialist. The learning activities for this program span a minimum of ten hours' instruction. This guide provides specific objectives for the program, suggestions for the organization and format of the course, a script for an audiovisual presentation called "Selecting and Using Non Print Media" (descriptions of appropriate visuals are included), nine learner worksheets, and a list of resources that includes both print and nonprint materials on selection, production, and utilization of nonprint media. (RP)

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# SELECTING AND USING NON PRINT MEDIA FOR INSTRUCTION

AN INSERVICE PROGRAM FOR THE NEW, PROFESSIONAL STAFF MEMBERS OF

ANY SCHOOL, U.S.A.

PRESENTED BY:

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SEPTEMBER, 1987

IR012896



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Guidelines For Selecting And Using Non Print Media

The purpose of the in-service program, "Guidelines For Selecting And Using Non Print Media," is to introduce new staff members in any elementary, middle, or high school to the non print resources in their building so they will be able to select, produce, and correctly use non print media to improve instruction as quickly as possible. The following objectives collectively emphasize this anticipated outcome.

Specific Objectives

1. The learner should be able to identify all types of non print instructional media available in his/her department or building as well as the appropriate hardware for projecting presentational media.

2. The learner should be able to describe one procedure for selecting non print media.

3. The learner should be able to identify all building resources available to him/her for selecting non print media.

4. The learner should be able to list ten criteria for evaluating non print media.

5. The learner should be able to describe the procedure(s) by which staff members access non print media and appropriate hardware in his/her building.

6. The learner should be able to correctly operate all available hardware in his/her building.

7. The learner should be able to describe one procedure for using non print media in the classroom.

8. The learner should be able to produce one presentational non print medium to help him/her reach an identified instructional objective.

9. The learner should be able to find, preview, and evaluate one non print medium to help him/her reach an identified instructional objective.

Suggested Organization and Format

"Guidelines For Selecting And Using Non Print Media" should be taught by that staff member most familiar with the non print resources of the building in which new staff members work. Preferably, this individual will be a certificated media specialist with at least three years' non print experience.

The program should be offered after school hours at a time convenient for most participants. Attendance should be compulsory for all new staff members since even experienced professionals will need help finding and using non print instructional resources in a new school environment. A local Board of Education could offer participants one in-service credit to compensate them for successfully completing the program.

Ideally, instruction should begin immediately in September and end before building budget deadlines occur so that new staff members can request needed non print media, equipment, and supplies for the coming school year. One possible time structure that would give program participants enough time to examine and request non print media for the coming year, and still complete a non print media production assignment using in-house resources encompasses ten hours of instruction over a ten week period. Classes would include no more than ten learners to insure personal, individualized attention by the instructor during those phases of the program when students must practice hands-on skills they will be expected to demonstrate as classroom teachers.

Learning activities for the program span a minimum of ten hours' instruction. On the first day of class, students would be given a unit syllabus that includes learning objectives, a program outline, correlating worksheets, evaluation criteria, and a list of suggested readings. The instructor should review the syllabus and briefly describe activities that will involve students during the course.

In preparing lessons to treat Topics II-V of the Program Outline, the instructor should allow time to provide learners with information about non print resources in their school. Students will need this information from the instructor to complete their correlating worksheets. (See Learner Worksheets)

In evaluating student progress during the course, the instructor might consider using a simple pass/fail model since little class time exists for lengthy assessment. Learners who have completed all correlating worksheets, attended most classes, and produced one acceptable non print medium would "pass" and receive in-service credit, while students who did not meet these criteria would "fail" and forego credit.

GUIDELINES FOR SELECTING AND USING NON PRINT MEDIA

PROGRAM OUTLINE

I Introduction to Course (1 hour)
- Identify, discuss course objectives
- Distribution of course materials
- Show slide-tape program, Guidelines For Selecting And Using Non Print Media

II Selecting Non Print Media (2 hours)
- Writing behavioral objectives
- Identifying non print media and related hardware
- Using media selection diagrams

III Sources And Evaluation Of Non Print Media (2 hours)
- Sources
  - In-house
  - Commercial
  - Professional Journals
  - Other
- Evaluation Criteria

IV Producing Non Print Media (2 hours)
- "How To" Sources
- Design Principles
- Producing specific media
  - Super 8mm Film
  - Slide Tape Programs
  - Overhead Transparencies
  - Videotape/Cassettes

V Operating Instructional Hardware (2 hours)
- Players
- Player/Recorders
- Projectors
- Viewers

VI Using Non Print Media In The Classroom (1 hour)
- Preview
- Introducing NPM
- Presentation and the environment
- Follow up
- Evaluation

LEARNER WORKSHEET _____ 4.

Correlates with Topic II, "Selecting Non Print Media"

WHICH OF THESE MEDIA ARE AVAILABLE FOR YOUR IMMEDIATE USE?

Directions: By _____, find out how many of the following non print resources exist in your department.

| | Your Department | *Media Center |
|---|---|---|
| **Presentational:** | | |
| Audiotapes | ____ | ____ |
| Audio cassettes | ____ | ____ |
| Charts | ____ | ____ |
| Filmloops | ____ | ____ |
| Filmstrips | ____ | ____ |
| Filmstrip Cassette Programs | ____ | ____ |
| Filmstrip Record Programs | ____ | ____ |
| Maps | ____ | ____ |
| Overhead Transparencies | ____ | ____ |
| Photographic Prints | ____ | ____ |
| Pictures | ____ | ____ |
| Posters | ____ | ____ |
| Records | ____ | ____ |
| 16mm Films | ____ | ____ |
| Slide Sets | ____ | ____ |
| Slide Cassette Programs | ____ | ____ |
| Super 8mm Films | ____ | ____ |
| Videotapes | ____ | ____ |
| Videocassettes | ____ | ____ |
| **Object:** | | |
| Dioramas | ____ | ____ |
| Models | ____ | ____ |
| Specimens | ____ | ____ |
| **Interactive:** | | |
| Computer Programs | ____ | ____ |
| Programmed Learning Packages | ____ | ____ |
| Simulation Games | ____ | ____ |

*Information about the kind and amount of NPM located in the media center should be provided by the facilitator.

LEARNER WORKSHEET _____ 5.

Correlates with Topic III, "Sources And Evaluation Of Non Print Media"

WHAT SELECTION AND PRODUCTION RESOURCES ARE AVAILABLE FOR YOUR IMMEDIATE USE?

A. SELECTION RESOURCES

Directions: By _____, list the current non print media selection resources in your department.

| Your Department | *Media Center |
|---|---|
| Catalogs Of Intra Departmental Non Print Media | Non Print Media Catalogs |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| Commerical Catalogs | Commerical Catalogs |
| _____ | _____ |
| _____ | _____ |
| Professional Journals | Professional Journals |
| _____ | _____ |
| _____ | _____ |
| Others | Others |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

LEARNER WORKSHEET _____ 6.

Correlates with Topic III, "Sources And Evaluation Of Non Print Media"

WHAT SELECTION AND PRODUCTION RESOURCES ARE AVAILABLE FOR YOUR IMMEDIATE USE?

B. EVALUATION CRITERIA

Directions: Find, preview, and evaluate any non print medium that you believe can help you meet an identified instructional objective. Use the evaluation criteria listed below;answer "yes" or "no" to each question. Multiply each "yes" by ten to arrive at an overall rating for the medium.

Instructional Objective: _____

_____

_____

Non Print Medium: _____

Producer: _____

| | | Y | N |
|---|---|---|---|
| 1. | Is it authentic, accurate, and up-to-date? | ___ | ___ |
| 2. | Is it free from bias, prejudice, or misleading emphasis? | ___ | ___ |
| 3. | Are the format, vocabulary, concepts, and rate of development appropriate for the intended audience? | ___ | ___ |
| 4. | Does it achieve its stated purpose? | ___ | ___ |
| 5. | Is it well organized and well balanced? | ___ | ___ |
| 6. | Is the script well written and imaginative? | ___ | ___ |
| 7. | Is artistic balance and design observed? | ___ | ___ |
| 8. | Is the sound acceptable, eg., good fidelity, absence of conflict between background music and narration or dialogue? | ___ | ___ |
| 9. | Is the editing, eg., continuity, rhythm, pacing, etc. satisfactory? | ___ | ___ |
| 10. | Does the narrator have good voice quality, diction, and timing? | ___ | ___ |

Total Rating _____

LEARNER WORKSHEET 7.

Correlates with Topic IV, "Producing Non Print Media"

WHAT SELECTION AND PRODUCTION RESOURCES ARE AVAILABLE FOR YOUR IMMEDIATE USE?

C. PRODUCTION RESOURCES

Directions: Using information supplied by your instructor, indicate which of the following non print media you can make in your school:

| MEDIUM | EQUIPMENT NEEDED FOR PRODUCTION | SUPPLIES NEEDED FOR PRODUCTION |
|---|---|---|
| Audio Cassette | Audio Cassette Recorder<br>Microphone and/or appropriate patch cords | Blank Audio Cassettes |
| Audiotape | Audio Tape Recorder<br>Microphone and/or appropriate patch cords | Blank Audiotape |
| Filmstrip | Single frame 35mm camera<br>Copy Stand | Appropriate film<br>Filmstrip cans/ labels<br>Write-on film-strip<br>Graphic material |
| Laminated Graphics<br>-Charts<br>-Maps<br>-Pictures<br>-Posters | Iron<br>Dry Mount Press<br>Roll Laminator | Dry Mount Tissue<br>Laminating Film<br>Release Paper<br>Mounting Board |
| 2" x 2" Slides | Instamatic Camera<br>Polaroid Camera<br>Rangefinder Camera<br>SLR Camera | Appropriate film<br>Mailers<br>Slide Trays |

PRODUCTION RESOURCES.....

| | | |
|---|---|---|
| Still Photographs | Instamatic Camera<br>Polaroid Camera<br>Rangefinder Camera<br>SLR Camera | Appropriate film<br>Dark Room<br>-B & W capability<br>-Color capability<br>Mailers<br>Mounting materials |
| Super 8mm Film | Super 8mm Camera<br>Studio Lights<br>Film Splicer<br>Editor | Appropriate film<br>Graphic materials<br>Splicing tape or cement<br>Mailers |
| Overhead Transparencies | Dry Mount Press<br>Thermal Copier<br>Xerox or Equivalent | Write-on acetate<br>Thermal transparency film<br>Projection pens<br>Transparency mounts<br>Laminating film<br>Storage materials |
| Videotape/cassettes | Videotape recording equipment including microphones and camera | Blank videotape, videocassettes |

LEARNER WORKSHEET _____ 9.

Correlates with Topic V, "Operating Instructional Hardware"

WHAT INSTRUCTIONAL HARDWARE AND PROCEDURES FOR ACCESSING IT EXIST IN YOUR SCHOOL?

A. INSTRUCTIONAL HARDWARE

Directions: Using information supplied by your instructor about the availability and amount of instructional hardware in your school, decide which of the following equipment you can use this year. Which can you operate?

Cameras:

| | | |
|---|---|---|
| Super 8mm Silent | _____ | _____ |
| Super 8mm Sound | _____ | _____ |
| 35mm Still | | |
| Instamatic | _____ | _____ |
| Polaroid | _____ | _____ |
| Rangefinder | _____ | _____ |
| SLR | _____ | _____ |
| Closed Circuit TV (CCTV) | _____ | _____ |

Editor-Viewers:

| | | |
|---|---|---|
| Sixteen millimeter | _____ | _____ |
| Super 8 millimeter | _____ | _____ |
| Video Monitors | _____ | _____ |
| Audio Tape Players:Cassette | _____ | _____ |
| Record Players | _____ | _____ |
| Videotape Players:Cassette | _____ | _____ |
| Audio Tape Player/Recorder: Cassette | _____ | _____ |
| Audio Tape Player/Recorder: Reel to Reel | _____ | _____ |

_____ 10.

INSTRUCTIONAL HARDWARE.....

| | | |
|---|---|---|
| Videotape Player/Recorder: Cassette | _____ | _____ |
| Videotape Player/Recorder: Reel to Reel | _____ | _____ |
| 8mm/Super 8mm Projectors: Silent | _____ | _____ |
| 8mm/Super 8mm Projectors: Sound | _____ | _____ |
| Film Loop Projectors | _____ | _____ |
| Filmstrip Projectors | _____ | _____ |
| Filmstrip-Cassette Projectors | _____ | _____ |
| Filmstrip Record Projectors | _____ | _____ |
| Opaque Projectors | _____ | _____ |
| Overhead Projectors | _____ | _____ |
| Sixteen Millimeter Projectors | _____ | _____ |
| 2" x 2" Slide Projectors | _____ | _____ |
| Video Receivers | _____ | _____ |
| Filmstrip Viewers | _____ | _____ |
| Rear Screen Filmstrip Cassette Viewers | _____ | _____ |
| Rear Screen Filmstrip Record Viewers | _____ | _____ |
| Rear Screen Slide Sound Viewer | _____ | _____ |
| Telescreen Viewers | _____ | _____ |

LEARNER WORKSHEET _____11.

Correlates with Topic V, "Operating Instructional Hardware"

WHAT INSTRUCTIONAL HARDWARE AND PROCEDURES FOR ACCESSING IT EXIST IN YOUR SCHOOL?

B. PROCEDURES FOR ACCESSING INSTRUCTIONAL EQUIPMENT

Directions: Using information supplied by your instructor, describe the procedure(s) by which staff members obtain instructional equipment in your school.

Selection Resources

Non Print

Educational Media. Filmstrip-Record kit, 16 min. West Haven, Connecticut: National Education Association, 1968. (No longer sold commercially;available at Farley Memorial Library, Georgian Court College, Lakewood, N.J.)

Selecting and Using Non Print Media. Slide-tape program, 12 min. Lakewood, N.J.:Tom Sorrentino Productions, 1980.

Print

Association for Educational Communications and Technology. Selecting Media For Learning. Washington, D.C.:Association for Educational Communications and Technology, 1974.

Woodbury, Marda. Selecting Instructional Materials. Bloomington, Indiana:Phi Delta Kappa, 1978.

Production Resources

Non Print

Producing Effective Audiovisual Presentations. Six sound filmstrips. Tempe, Arizona:Arizona State University, 1976.

The Overhead Projector. Four sound filmstrips. Huntsville, Texas:Educational Filmstrips, 1979.

Print

Kemp, Jerrold. Planning And Producing Audiovisual Materials. New York:Thomas Crowell, 1963.

Utilization Resources

Non Print

How To Get The Most Out Of A Filmstrip. Filmstrip-record kit, 16 min. Chicago:Society for Visual Education, 1968.

Selecting and Using Non Print Media. Slide-tape program, 12 min. Lakewood, N.J.:Tom Sorrentino Productions, 1980.

The Projectionist In Action. Three sound filmstrips. Huntsville, Texas:Educational Filmstrips, 1979.

Title: Selecting And Using Non Print Media

By: Tom Sorrentino

| Audio Script | Visual |
|---|---|
| | 1. black |
| | 2. focus |
| | 3. display of non print media with title overlay |
| Whether you are a teacher, guidance counselor, supervisor, administrator, or other member of an instructional team, knowing how to select and use non print media can improve your professional skills, add interest and depth to your presentations, and increase student learning. | 4. collage of teacher, guidance counselor, supervisor, administrator |
| | 5. collage of these people using non print media |
| Non print media include all those materials other than the printed word that can be profitably used for learning. | 6. display of presentational, object, and interactive media |
| Non print media include presentational types such as film, filmstrips, slides, overhead transparencies, photographs, posters, videotapes, and audio cassettes, | 7. display of presentational media |
| object media such as specimens, models, representations, and mockups, | 8. display of object media |
| and such interactive media as simulation games, computers, and teaching machines. | 9. display of simulation games |
| Which of these non print media are available for your immediate use? | 10. display of presentational, object, and interactive media |
| Knowing which medium of instruction to use depends on the instructional objective you hope to reach. | 11. display of non print media with "objective?" overlay |
| An objective should tell specifically what the student is to do after he or she has completed instruction. | 12. Students sitting in front of blackboard question, "What should we be able to do?" |

An objective should not include verbs like "know", "comprehend", "understand", or "learn", since these words are too general and don't indicate what the student must actually do.

Consider this objective, for example: the student will learn about triangles.

Does it mean read about triangles, identify a triangle, or construct a triangle?

The objective does not say what the student will do with triangles during and after the lesson.

A more specific objective would eliminate this confusion, and would help the teacher to better select materials for instruction.

Saying that the student will draw an equilateral triangle communicates a clearer idea about what the outcome of student learning will be.

Picking the right medium to fulfill your teaching objectives is like buying a pair of shoes. Be sure the medium you choose fits your teaching objectives.

What medium fulfills your specific teaching objectives? Do you need a filmstrip, audio cassette, filmloop, slides, or other medium?

One objective way to approach the selection of non print media with reasonable probability of successful results involves the use of media selection diagrams.

Each diagram is a sequence chart arranged under a teaching/learning pattern heading-presentations to large groups, small-group interaction, or independent study. Questions at various levels lead to media choices.

13. students sitting in front of blackboard question, "When you're specific, you're terrific!"

14. three triangles with "learn" in one, "about" in another, "triangles" in the third

15. scene with a student reading, one pointing to a triangle, a third constructing a triangle

16. same students with quizzical looks standing in front of a background of triangles

17. teacher pointing to a triangle with "draw" inside it;other triangles with "read" and "identify" nearby

18. student constructing an equilateral triangle

19. graphic showing vertical "objective" and an audio cassette, filmstrip, filmloop, slides

20. graphic showing triangle with word "construct" inside and a filmloop nearby

21. part of the large group, media selection flow chart

22. part of the small group, media selection flow chart

Once you have an objective in mind, and have chosen a medium for instruction, how can you find out if the medium is available for your use?

23. graphic showing triangle with word "construct" inside, filmloop next to it, and a question mark next to filmloop

Most schools have centralized media collections and in-house catalogs to help staff select appropriate non print media.

24. media center's non print collection

In some modern media centers, you can expect to find non print media catalogs with titles grouped according to individual media.

25. Lakewood High School videocassette catalog

In other media centers, the non print collection may be visibly intershelved with the print collection.

26. intershelved collection

Looking through the card catalog under specific headings will reveal the availability of non print media you want.

27. close up of non print media title card

Unfortunately, not all schools have centralized non print media collections

28. Lakewood High School Social Studies Department non print media catalog

The professional who works in a system whose non print media collection is decentralized department by department will need more time and patience to discover non print instructional resources.

29. teacher pointing to hidden non print resources

Posters and other flat graphics may be buried in unobtrusive drawers,

30. buried posters

videocassettes may be sequestered behind cabinet doors,

31. hidden videocassttes

or piled high out of reach.

32. videotapes piled high out of reach

A sharp eye, patience, and determination will help a staff member working under such adverse conditions find appropriate instructional materials.

33. teacher portraying a sleuth

If the non print media you want are not available in-house, what can you do to get them?

34. teacher gesturing an "I don't know" attitude

Many full-service media centers will have a variety of commercial and clearinghouse catalogs for your perusal.

35. teacher perusing catalog from display

Various Educators Guides To Free Materials,

36. Educators Guide To Free Social Studies Materials

NICEM catalogs arranged by individual media,

37. NICEM catalogs

and County 16mm film listings are some selection resources you can expect to find there.

38. Ocean County film catalog

Non print media production and distribution companies also make free catalogs available to educators.

39. company catalogs

Media listed there can usually be ordered and kept thirty days for preview, giving you a first-hand opportunity to evaluate programs before purchase.

40. teacher previewing software

If the non print medium you want is not available commercially, consider producing the program yourself.

41. teacher using super 8mm camera to produce a film about constructing a triangle

A book like Jerrold Kemp's, Planning and Producing Audio Visual Materials, can help you get started.

42. Planning and Producing Audio Visual Materials

Perhaps the resources and support staff necessary for producing non print media are already available in-house.

43. teacher and media specialist working together to edit a super 8mm film

What selection and production resources are available for your immediate use?

44. selection and production resources display

Assuming that you have found a desirable non print medium for instruction, you will want to preview the program not just to determine its usefullness and suitability, but also to prepare correlating worksheets or key questions for students during the lesson.

45. teacher previewing software, taking notes

Some guidelines you might consider using to evaluate non print media during preview include affirmative answers to these questions:

46. teacher previewing software, "Preview Guidelines" overlay

| | |
|---|---|
| Is the medium authentic, accurate, up-to-date? Is it free from bias or misleading emphasis? | 47. teacher previewing software, "authenticity" overlay |
| Are the format, vocabulary, concepts, and rate of development appropriate for the intended audience? Does the program achieve its stated purpose? | 48. teacher previewing software, "utilization" overlay |
| Is it well organized and well balanced? Is the script well written and imaginative? | 49. teacher previewing software, "content" overlay |
| Is artistic balance and design observed? Is the sound acceptable? Does the narrator have good voice quality, diction, and timing? | 50. teacher previewing software, "technical quality" overlay |
| Keeping written evaluations in a central file will help other professionals make more informed judgements in selecting non print media for instruction. | 51. central non print media evaluation file |
| The kind of non print medium you select for instruction dictates the type of hardware necessary to bring information to students. | 52. display of filmloop and filmloop projector |
| In most schools today, a wide variety of instructional equipment will already exist for your use, although procedures for making equipment available to staff members vary enormously from district to district. | 53. display of instructional hardware |
| In some schools where hardware is centralized within the media center, staff need only request equipment a short time before use. | 54. equipment request form |
| A trained student operator will often deliver and operate the machinery, leaving the instructor free to teach. | 55. student operating VCR for teacher in classroom |
| In other schools where equipment is decentralized and assigned to individual departments, educators may be responsible for finding and operating equipment themselves. | 56. teacher operating VCR herself |
| In still other schools, equipment may be so scarce, in such poor condition, and so difficult to get that the professional will want to rethink his/her intention to use presentational media for instruction. | 57. teacher holding broken pieces of machinery |

What instructional hardware and procedures for accessing it exist in your school?

Once you have formed an objective, selected or produced a suitable medium to help students reach it, and have obtained the necessary equipment, how should you use these resources for instruction?

Assuming that you have already previewed the program to prepare a student worksheet, you might introduce the medium by explaining why you made or chose it in the first place. Review the worksheet with the class and identify objectives you want them to reach. Avoid introductions like: "Hurry, hurry, hurry, boys and girls-it's film time again."

Before you project the program, eliminate peripheral problems that might hinder communication. For example, check the focus, sound, and image size before the class arrives, and draw window shades before turning off the room lights.

Follow the presentation by reviewing the program content. Asking specific questions about the content will help you discover and correct misimpressions and reinforce desirable conclusions. Providing a guided proactice session can help strengthen skills and facilitate learning.

Evaluate the program's effectiveness by how well students reach the learning objectives you planned for them. Information for evaluation can be obtained from student responses on a well-made worksheet. Asking students how they liked a presentation is another way of evaluating the effectiveness of non print media. By the way, how <u>did</u> you like.....

58. display of four machines

59. display of triangle with "construct" inside, filmloop, and filmloop projector

60. teacher introducing filmloop

61. teacher drawing window shades

62. teacher guiding student in practice session

63. teacher receiving worksheet from student

64. <u>Selecting</u> <u>and</u> <u>Using</u>

65. <u>The</u> <u>End</u>

66. LOGO